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ABSTRACT

Guidelines are provided for implementing the modular Voter Education, Registration, Community Action Program (VERCAP) in high schools. VERCAP was developed in 1976 by the National Association of Secondary School Principals. The purposes of VERCAP are to help students become informed, active citizens who can understand the mechanics of registering and voting, who are conscious of important public issues; who are aware of candidate's views; who are familiar with how to influence public events that affect the citizen; and who are appreciative of their community. The guide is divided into three sections. The first section is an introduction to VERCAP objectives in the areas of voter education, registration, and community action. Task force activities to help meet objectives are outlined. Section two presents a step-by-step procedure and calendar for incorporating VERCAP into any school. This involves establishment of school and community advisory boards, task forces on publicity and fund raising, election services polls, and voter questionnaires. In section three a model program is described based on a fall election year. Suggestions are made for registering students in homerooms, polling the community in teams, summarizing survey results through the news media, holding teach-in's about local candidates, and providing transportation and babysitting services during the elections. The program is suggestive, rather than prescriptive; any unit can be deleted, amended, or rearranged according to a school's specific needs. (AV)

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Coming of Age in America

VERCAP: A Guide for High School Students

James A. Bever

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The right of citizens of the United States, who are 18 years of age or older, to vote shall not be denied or abridged by the United States or any state on account of age.

Amendment XXVI
United States Constitution

ABOUT THE AUTHOR—James A. Bever is a researcher on global energy resources with the Overseas Development Council in Washington, D.C. He coordinated NASSP's Voter Education, Registration, and Community Action Program.

Foreword

AMERICA'S YOUNG PEOPLE hold in their hands the future of our democratic way of life. Yet are we adequately preparing them to exercise the rights, to fulfill the responsibilities, and to face the challenges that go hand-in-hand with coming of age in America? The essential elements of becoming an informed, active citizen include knowledge of the mechanics of registering and voting, awareness of the important public issues, understanding of candidates' views and of the actions of public office holders, and familiarity with how to influence public events that affect the citizen. Such education should not be left merely to chance or to partisan politics—it lies well within the curricular and extracurricular opportunities that can be made available in our high schools.

The Voter Education, Registration, Community Action Program (VERCAP) is tailor made to meet this challenge. The first program was sponsored by NASSP in spring 1976. Reports indicate that VERCAP activities were conducted in high schools in over 40 states and the District of Columbia, from Florida to Alaska and from Hawaii to Maine.

Programs like VERCAP do work. States that have already institutionalized similar programs have succeeded in registering remarkably high percentages of seniors prior to graduation and in significantly expanding student understanding of our system of government.

I encourage you to assist the National Association of Secondary School Principals, the National Association of Student Councils, and the National Honor Society in building upon this initial success by implementing the comprehensive program presented herein. This cooperative effort should involve student councils, social studies faculties, class officers, school newspaper editors, local and state education and election officials, and community organizations. The exact dates and program can be modified to best suit your school's needs and state election laws.

Owen B. Kiernan
Executive Director
NASSP

Preface

THIS MONOGRAPH HAS been written in guidebook rather than narrative format in order to facilitate use of the model program. It is divided into three main sections. The first is an introduction to the top priorities, objectives, and guidelines for a VERCAP program. It provides the reader with the reasons motivating the promotion of this program and the operating rules as seen by NASSP. The second section sets forth a step-by-step procedure for initiating VERCAP in your school. The third section presents a model program. This last section is designed for a fall election year, but it can be adapted easily by deleting or modifying those items marked throughout the text by an asterisk (*).

The VERCAP program is designed to present an integrated approach to institutionalizing the promotion of young adult voter registration and increased civic awareness. At the same time, the program is modular in the sense that any unit can be deleted, amended or rearranged according to a school's specific needs. The program as outlined is meant to serve as a helpful guide. It is by no means intended as a rigid prescription.

NASSP wishes to thank the Institute for Political and Legal Education, particularly Barry Lefkowitz, director, and John Kahnlian, associate director, for their excellent help and kind assistance in this project, as well as their contribution of a lesson plan to this text. Thanks go as well to Armond Cohen for his enthusiastic support and creative contributions. Finally, appreciation goes to the National Council for the Social Studies for its lesson plan contributions.

J.A.B.

1. Introduction to VERCAP

YOUNG PEOPLE ARE affected by the legislative and executive actions of government. They must come to more fully understand these processes and how to influence them. The purpose of the Voter Education, Registration, Community Action Program (VERCAP) is to establish a permanent means to help students take advantage of their new opportunities, responsibilities, and challenges. The Program is designed to operate throughout every school year, general election year or not.

In order to institutionalize a Program in your school, it is crucial to involve representatives of the administration, faculty, and community, as well as school organizations such as student councils, class governments, service clubs, the school newspaper, and the PTA. By integrating these elements into your school's Program, and by planning not only for events throughout the year but also for appropriate transition from one school year to the next, VERCAP will play an integral, constructive role in your high school and your community.

Every year more than half a million seniors become 18 years old before graduation, while many others become 18 by the following fall. Because any person who will be 18 years old by the date of a general election can register at age 17, the entire senior class should be registered before graduation. In every school year that includes a fall general election, perhaps one-fifth of the senior class will be eligible to vote by the election and should be registered. An additional one-third of the graduating class will turn 18 after that election but prior to graduation and should be registered before graduation. The rest of the class should be registered or encouraged to register during the following fall through active phone and personal follow-up by students in the Program.

Although registration is the first priority, it is only the first step. Getting out the vote on election day, voter education, community involvement by students, and awareness by students of the issues all run very close seconds in priority to voter registration. If a registered voter is unaware of the issues of a campaign, the offices open, the candidates running, and their qualifications he is not likely to bother to go to the polls at all.

Program Objectives

Specific objectives of the various thrusts of the Program are outlined on the next page.

Voter Education

- To inform students about the history and importance of the right to vote in our system of government.
- To educate students about the mechanics and laws for voter registration and voting.
- To present students with opportunities to consider and analyze issues, candidates, and the performance of elected public officials.

These objectives can be achieved by means of a Voter Education Task Force, which will conduct:

- Student teach-in programs of an extracurricular nature involving students, faculty, and community participants.
- Student participation in various voter education services, such as locating speakers, arranging field trips, or planning lessons and simulations for interested social studies faculty members.

Registration

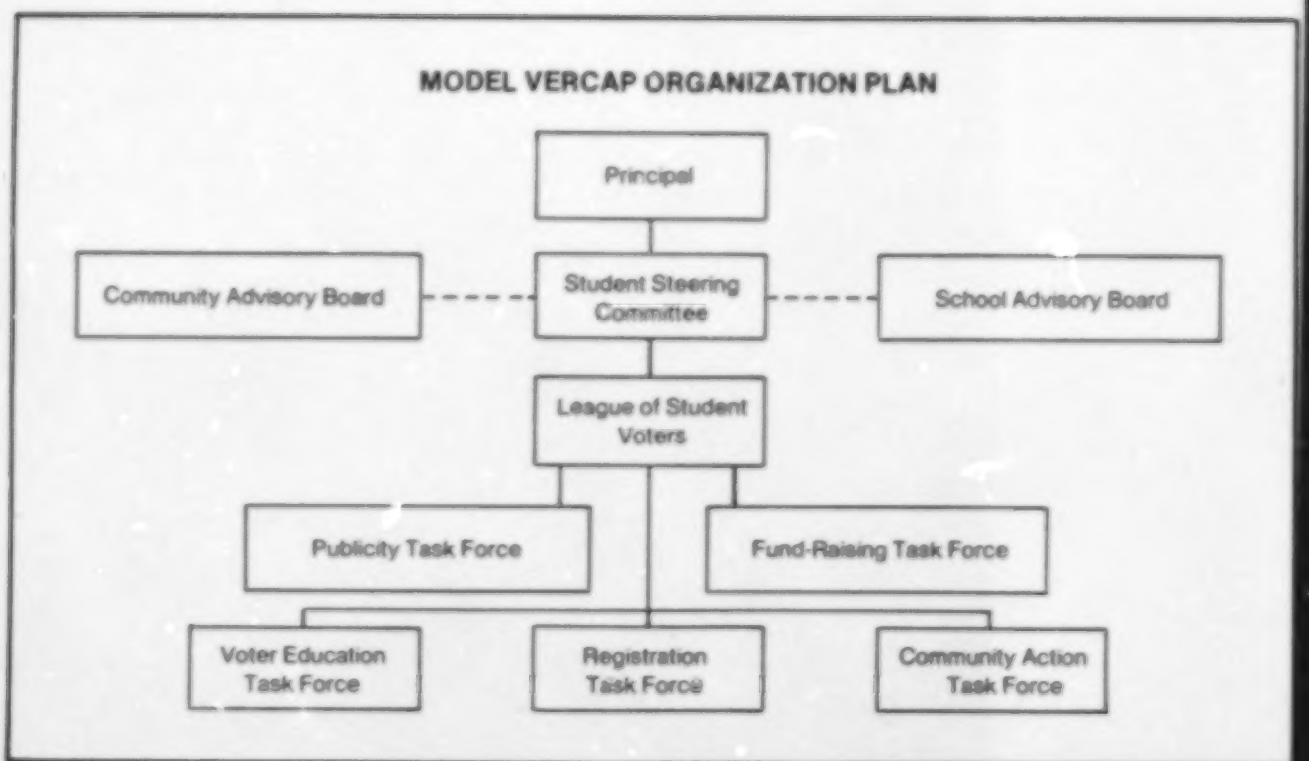
- To guarantee that at least 75 percent of all seniors eligible to vote in each general election, primary, or special election are registered prior to each registration deadline.
- To encourage at least 85 percent of all those seniors who have registered to actually go to the polls on election day.
- To ensure that all seniors eligible to register prior to graduation do so.
- To ensure that students who become 18 after graduation are helped to register, and that recent alumni are encouraged to vote in elections.

These objectives can be accomplished by a Registration Task Force having responsibility for:

- Collection and close monitoring of current lists of eligible seniors.
- Active senior registration drives—either by postcard, deputy registrar, or transporting eligible seniors to the registrar.
- Active personal contact of registered seniors to get them out to vote on election day.
- Keeping records of unregistered recent graduates in order to encourage them to register when eligible and to vote or to file for absentee ballots in an upcoming election.

Community Action

- To foster better understanding by students of their community, candidates for office, and elected public officials.
- To promote cooperative efforts toward problem solving by both students and the community on matters of common concern.
- To provide an opportunity for students to become involved in local


MODEL VERCAP ORGANIZATION PLAN
Principal
Community Advisory Board
Student Steering Committee
School Advisory Board
League of Student Voters
Publicity Task Force
Fund-Raising Task Force
Voter Education Task Force
Registration Task Force
Community Action Task Force

community surveys, organizations, campaigns, and public service internships.

These objectives can be accomplished by means of a Community Action Task Force that will:

- Establish lines of communication with local neighborhoods, candidates for office, and office-holders.
- Conduct and analyze issue surveys, opinion polls, and election previews.
- Establish and coordinate student involvement in:
  - — local neighborhood nonpartisan registration canvassing;
  - — local neighborhood nonpartisan get-out-the-vote drives;
  - — local government, campaigns, and public service organizations through internships;
  - — efforts to resolve common problems through town meetings, surveys, and student-community problem-solving task forces.

Guidelines

Activities shall at all times have the approval of the principal. Activities shall at all times be nonpartisan in nature. If a candidate of one of the major parties participates in any activity, the other major candidate must participate at the same occasion or reasonably soon thereafter. Activities shall be planned and executed to maximize student involvement. Activities shall be designed to improve school-community relations.

2. How to Establish a Program

Step One: Form a School Advisory Board

The principal selects a person who calls a meeting of school leaders and faculty to form a School Advisory Board to initiate a Voter Education, Registration, Community Action Program. The School Advisory Board should include:

- The principal's designee
- The student council president
- Each class president
- The student newspaper editor
- Service/citizenship club presidents
- Social studies department chairman
- Any other interested students and faculty.

The School Advisory Board selects a Student Steering Committee. The School Advisory Board continues to serve the Student Steering Committee in an advisory capacity. The Board also serves as a vehicle for promoting cooperative efforts between the Program and school organizations.

The actions leading toward initiating VERCAP take place at the first meeting of the School Advisory Board. The initiation procedure is outlined below.

I. Presentation of the VERCAP organization plan.

The principal's designee presents an organization plan for consideration and modification by the School Advisory Board. (See model plan, page 3.)

II. Explanation of the organization plan.

The principal's designee explains the plan to the School Advisory Board.

A. The Principal.

As stated in the guidelines, all VERCAP activities must have the approval of the principal. Thus, the principal has final authority over the Student Steering Committee. In addition, the principal serves as chairman of the Community Advisory Board. This enables him to deal directly and regularly with leaders of the com-

munity. Finally, the principal chooses a designee to serve as chairman of the School Advisory Board.

B. The Student Steering Committee.

Chaired by a student selected by the School Advisory Board, the Student Steering Committee serves as an executive committee. It is comprised of the chairmen of the Publicity Task Force, the Fundraising Task Force, the Voter Education Task Force, the Registration Task Force, and the Community Action Task Force. It has responsibility for program development, coordination, and administration, as well as evaluation, planning, and year-to-year transition. The Student Steering Committee should consult regularly with the Community Advisory Board and School Advisory Board. It should plan regular meetings with the principal to seek advice and final approval of all activities.

C. The Community Advisory Board.

Chaired by the principal, the Community Advisory Board provides an opportunity for community organizations to play a helpful role in VERCAP by conducting a year-long Voter Incentives Project. The Voter Incentives Project should:

1. Lend assistance with manpower, material, and know-how to VERCAP activities, both in school and in the community.
2. Help with fund raising, publicity, and research on registration and voting regulations and legislation of interest to VERCAP.
3. Conduct programs to encourage students to register, vote, and become active in community affairs. Such programs might involve special efforts by merchants to give discounts to seniors who present voter registration cards and accompanying identification.

D. The League of Student Voters (LSV).

Chaired by the Student Steering Committee Chairman, the LSV membership is open to all members of the student body, whether or not they are yet eligible to vote. Its functions are:

1. To serve as a cohesive group of students actively interested in being informed about and involved in local, state, and national affairs.
2. To serve as a clearinghouse for students interested in participating in VERCAP activities and staffing VERCAP task forces.
3. To maintain an up-to-date record of all interested students and concerned neighbors in order to encourage them to sign petitions and attend public hearings.
4. To provide analysis and tabulation and display services for all VERCAP polls, surveys, etc.

5. To coordinate VERCAP activities with those of other schools and other Leagues of Student Voters in the area.

The overall goal of the League of Student Voters should be to encourage students to think of themselves not only as high school students, but also as soon-to-become voters. The LSV should demonstrate to students through real experience how they as voters or potential voters have impact, especially when organized toward a common effort.

E. The Publicity Task Force.

Chaired by a student selected by the School Advisory Board, the Publicity Task Force is responsible for conducting all VERCAP publicity in the school and in the community, including all relations with the media. This should involve the school newspaper editor, public address system announcers, and other publicity chairmen from within the school. A good relationship with the local media (radio, TV, press) can significantly contribute to the success of VERCAP—not only in gathering community support and participation in activities, but also in communicating VERCAP activities to the public.

F. Fund-raising Task Force.

Chaired by a student selected by the School Advisory Board, this task force is responsible for all fund-raising activities. It is also charged with responsibility for disbursement of funds and keeping of accounts. Cooperation with the school bank and treasurer are crucial to successful execution of these duties.

G. Voter Education Task Force.

Chaired by a student selected by the School Advisory Board, the Voter Education Task Force has the responsibility for:

1. Conducting student-organized extracurricular Action Focus Teach-ins during lunch periods, school assemblies, and immediately after school. Topics can relate to voting and registration regulations and procedures as well as understanding issues, the performance of public officials, and the view of candidates. Such teach-ins should include students and speakers from the community.
2. Encouraging the social studies faculty to incorporate voter education into their curriculum. This can be accomplished by offering to contribute speakers for classroom presentations, offering to help arrange for classes to attend public hearings and other field trips, and offering to help formulate lesson plans and simulation games.

H. Registration Task Force.

Chaired by a student selected by the School Advisory Board, the Registration Task Force has the highest priority function of the Program: to see that all eligible seniors are registered to vote, and that registered seniors are at the polls on election day. The Registration Task Force is also responsible for keeping track of recent graduates to see that those who are unregistered become registered upon turning 18 and that all vote on election day. To accomplish this, the task force will:

1. Prepare records of seniors eligible to vote in each upcoming election. One list shall be kept for each senior homeroom and one composite list shall be openly displayed in school to which names of seniors will be added as they become registered.
2. Conduct voter registration activities year-round so that seniors can register as they become eligible. A special effort should be undertaken during three or four months prior to graduation—end-of-active-senior-year (EASY) registration.
3. Conduct a senior voter registration drive during the last week prior to the registration deadline before each general election.
4. Conduct a senior get-out-the-vote (GOTV) drive during the week prior to each general election.
5. Keep accurate records of seniors who vote on election day in order to gauge the success of the GOTV campaign.
6. Keep accurate records of recent alumni in order to encourage them to register and to vote.

I. Community Action Task Force.

This task force, chaired by a student selected by the School Advisory Board, is responsible for all student activities in the community related to VERCAP. It is an effort to:

1. Involve students in VERCAP activities in their own neighborhoods.
2. Provide students with internships in campaigns, government, and public service organizations.
3. Keep students informed of campaign events, government legislation, and executive decisions which affect them.
4. Give students the opportunity to become involved in issues of concern to them and their community.

Central to the Community Action Task Force's success is the establishment of student neighborhood representatives to conduct VERCAP activities in their own neighborhoods by door-to-door and telephone contacts. Activities of the task force include:

1. *Operation SCOOP* (Student Community Official Opinion Poll), to be taken by students, parents, faculty, community members,

candidates, and public officials on a number of key local, state, and national issues. In the community, this will also involve a voter registration canvass to identify and register eligible voters. A sign-up sheet should be provided for concerned neighbors who wish to be kept informed of VERCAP activities, town meetings, and events affecting the community.

2. *Operation ESP* (Election Services Poll), to be taken by students, parents, teachers, and community members as a preview of an upcoming election and to locate voters who require information about candidates or need certain election day services such as babysitters or transportation to the polls.
3. *Operation IMPACT* (Issue Monitoring for Public Action), to establish, on the basis of the results of Operation SCOOP, a Public Issues Program. The Public Issues Program will identify key issues on which students may work during the school year. To accomplish these objectives, Operation IMPACT may involve:
   - conducting detailed surveys on key issues to provide information about issues;
   - calling town meetings to consider and debate key issues and assigning student-community task forces to follow the issues and work for resolution of problems;
   - encouraging students and community to attend public hearings on key issues;
   - coordinating in-school and community petition drives related to key issues;
   - proposing draft legislation or testifying in behalf of legislation on key issues.
4. *Operation SCOPE* (Student Community Opportunities in Political Experience), to establish:
   - a Campaign Internship Project for students to participate in meaningful capacities in political campaigns;
   - a Public Service Internship Project for students to participate in meaningful part-time or summer internships in government and public service organizations.
5. *Operation CAMP* (Campaign Monitoring Project), to keep track of candidates' views and to keep students informed of those views.
6. *Operation POMP* (Public Office Monitoring Project), to follow legislative and executive actions of public officials and to keep students informed of those actions.
7. *Operation Get-Out-the Vote*, to work in the community during the last week of an election campaign and on election day to maximize voter turn-out.

SAMPLE VERCAP CALENDAR OF EVENTS

This sample calendar is designed for a year having a fall general election. In years without fall elections the Systematic Senior Registration Drive and Public Issues Program should begin in Week One.

Week One

Last days of September / first days of October (five weeks before a general fall election)

Voter registration drive in senior homerooms
Begin Campaign Internships* and Public Service Internships
Begin Campaign Monitoring Project* and Public Office Monitoring Project
Community voter registration drive for students
Action-focus Teach-in for students on campaign issues*
Town Meeting for community on campaign issues*

Week Two

Second week of October (four weeks before a general fall election)

Election Services Poll*
Action-focus Teach-in for students on national candidates*
Town Meeting for community on national candidates*

Week Three

Third week of October (three weeks before a general fall election)

Action-focus Teach-in for students on state candidates*
Town Meeting for community on state candidates*

Week Four

Fourth week of October (two weeks before a general fall election)

Action-focus Teach-in for students on local candidates*
Town Meeting for community on local candidates*
Arrange transportation to the polls for senior voters*
Arrange for transportation to the polls and babysitting to assist neighborhood voters*

Week Five

Last days of October / first days of November (through Election Day)

Day before election: Action-focus Teach-in for students on campaign round-up of all candidates*

Town Meeting for community on campaign roundup of all candidates*
Election Day: Get-out-the-vote for all senior voters*
Get-out-the-vote for all neighborhood voters*

Week Six

Second week of November (one week after election)

Evaluation of VERCAP election campaign events*
End campaign Internship Project and Campaign Monitoring Project*

Week Seven

Third week of November (two weeks after election)

Begin Systematic Senior Registration Project
Conduct Public Issues Number One Survey
Action-focus Teach-in for students on Public Issue Number One
Town Meeting for community on Public Issue Number One
Form student-community task force on Public Issue Number One

December-January

Continue VERCAP activities above where appropriate
Public Issues Number Two in December
Public Issues Number Three in January

February-April

Begin Operation EASY (End Active Senior Year) registration
Public Issue Number Four in February
Public Issue Number Five in March
Public Issue Number Six in April

May

VERCAP year-end evaluation
VERCAP Organization Plan and Calendar of Events set for next year
VERCAP chairmen chosen for next year
Prepare list of all registered and unregistered graduating seniors
End all VERCAP activities until next fall

Note: Items marked with an asterisk (*) should be deleted during a school year without a fall election. Where appropriate you might prefer to substitute public officials for the candidates for teach-ins and town meetings.

III. Presentation of a VERCAP Calendar of Events.

The principal's designee should present a VERCAP Calendar of Events to the School Advisory Board for discussion, consideration, and modification. (*Note:* The sample calendar in this text is constructed for a school year that begins with a fall general election. However, it can easily be modified for a year without a general election or for an election that falls at a different time of the year simply by making the appropriate adjustments, rearranging events, or deleting some activities altogether. Most of the activities suggested are equally appropriate for any year, general elcction year or not.

IV. Selection of Student Steering Committee.

Once a VERCAP Organization Plan and Calendar of Events are agreed upon, the School Advisory Board selects a Student Steering Committee by choosing chairmen for:

- Student Steering Committee
- Publicity Task Force
- Fund-raising Task Force
- Voter Education Task Force
- Registration Task Force
- Community Action Task Force.

V. Determine degree of participation and support from school leaders.

- Will VERCAP be able to use student council representatives or class government representatives as homeroom representatives to conduct VERCAP activities?
- Will the senior class president cooperate in efforts to register seniors?
- Will the newspaper editor cooperate with publicity for events and news coverage of VERCAP activities?
- Will citizenship/service clubs cooperate in VERCAP activities and provide manpower?
- Will the principal cooperate and lend support to VERCAP activities and encourage the faculty and community to do the same?
- Will social studies faculty cooperate with voter education activities and integrate some voter education information into the curriculum?

VI. Review LSV Questionnaire.

A sample questionnaire appears on page 13. Copies should be distributed in all homerooms. Prepare public address announcements and a brief introduction to the questionnaire.

VII. Select membership for Community Advisory Board.

School Advisory Board should decide upon the membership of the

LEAGUE OF STUDENT VOTERS QUESTIONNAIRE

Check the issues you feel deserve special attention this year.

School

___ new field house
___ open campus
___ activities bus
___ student bill of rights

Community

___ park rezoning for highway
___ student member on board of education
___ student part-time job program
___ pollution

State

___ age limit for wine and beer
___ funds for school athletic events
___ anti-loitering laws
___ sales tax on gasoline

National

Domestic Policy

___ busing
___ abortion

Foreign Policy

___ detente
___ defense budget

A League of Student Voters is forming to mobilize students and the community to consider the above issues and to work to resolve these problems. Special attention will be placed on these issues during the upcoming election and will continue throughout the year. Please complete the following so that we may keep you informed and involved in this effort.

Name_____ Homeroom/Teacher _____

Address _____ Phone No _____

Birthdate_____ Registered to vote? _____

I would like to work on the following:

___ Voter Education Task Force
___ Registration Task Force
___ Community Action Task Force
___ Publicity Task Force
___ Fund-raising Task Force
___ I would like to be a student neighborhood representative
___ I would like to help with car pools for voter registration and Election Day
___ I would like to help with babysitting services on Election Day

Community Advisory Board, which should include representatives or presidents of:

- PTA
- League of Women Voters
- Local Bar Association
- Democratic/Republican parties
- Board of Elections
- Board of Education
- Local government public affairs department
- Chamber of Commerce
- Local radio station
- Local TV station
- Local newspaper.

VIII. Set date for Community Advisory Board and Student Steering Committee meeting.

IX. Agree upon a location for a League of Student Voters headquarters.

Step Two: Administer LSV Questionnaire

The purpose of the LSV questionnaire is to give students an opportunity to indicate which issues are of most importance to them, to inform all students about the LSV, and to give them an opportunity to join in VERCAP activities. The questionnaire should be administered either by student government or class government representatives or by the homeroom teacher. Public address announcements and a brief verbal explanation of VERCAP and the LSV should precede distribution of the questionnaire. The questionnaires should be filled out and returned to the distributor by the end of the homeroom. The distributor will return the questionnaires to the LSV headquarters for tabulation by the Student Steering Committee.

Step Three: Hold Student Steering Committee Organizational Meeting

The committee should meet to review LSV questionnaire results. Completed questionnaires should be tabulated and a LSV master list prepared. From the LSV master list, each task force chairman can prepare the information needed for the task force membership and activities.

Task force chairmen should discuss coordination for plans for upcoming events. Task force chairmen should make plans to call LSV members on the master list for task force organizational meetings and to consult with interested School Advisory Board and Community Advisory Board members whom the principal recommends.

Step Four: Hold Community Advisory Board Organizational Meeting

The principal should describe the VERCAP program and explain the importance of community cooperation in its success. The principal should present an *Operation VIP* (Voter Incentives Project) for consideration and modification by the Community Advisory Board. An Operation VIP would include such features as:

- community cooperation in VERCAP events, including voter registration drive and Action-focus Teach-ins;
- community publicity for VERCAP events—store windows, movie marquees, free public service announcements, etc.;
- community assistance with fund-raising events;
- special incentive programs in the community, such as merchants offering discounts or free tickets for students who present voter registration cards and accompanying identification cards.

Once Operation VIP is established, each member of the Community Advisory Board discusses the contribution that his organization can make. These pledges are then relayed by the principal to the various task force chairmen prior to their organizational meetings.

Step Five: Task Force Organizational Meetings

I. Voter Education Task Force Organizational Meeting.

Invite the chairman of the social studies department to the meeting. This individual should consult with the social studies faculty to assess opportunities to include voter education in the curriculum before the meeting.

A. The Meeting.

1. Describe VERCAP and Voter Education Task Force responsibilities.
2. Make plans for upcoming Action-focus Teach-ins on campaign issues, particularly for Week One.* This session should stress those issues identified as being of greatest importance to students from the LSV questionnaire (see page 13) and the Operation SCOOP questions (see page 8) prepared by the Community Action Task Force.
3. Assign students to work on various aspects of a curriculum cooperation project to assist the social studies faculty to incorporate voter education into the curriculum. Activities could include:
   - —formation of a speakers bureau to provide speakers for classroom presentations, and for Action-focus Teach-ins;
   - —sharing other Action-focus Teach-in speakers with social studies classes;

— building a community resource file of people involved in campaigns, government, business, or public service who would be willing to entertain field trips from social studies classes (the speakers bureau is one source);
— preparing a Lesson Plan/Simulation Game File that can be consulted by teachers.

II. Registration Task Force Organizational Meeting.

A. Preparation for the Meeting.
1. Contact local registrar, League of Women Voters, or Board of Elections to learn registration and voting regulations for your area.
2. Find out how, when, and where registration can take place for seniors and for members of the community. Is the registration system one that allows registration by filling out and mailing a postcard registration form? Does the system allow registered voters to be deputized as registrars who can then register voters at any time and place? Or does the system require that the eligible person seek out the registrar?

B. The Meeting.
1. Describe VERCAP and Registration Task Force responsibilities.
2. Describe registration and voting regulations to members.
3. Prepare a fact sheet on voter registration. This can be distributed when the Operation SCOOP poll is conducted. (See Sample Registration Fact Sheet, page 27).
4. Using LSV master list, prepare lists of seniors who are 18 or who will be 18 years of age by election day. These lists should be used to identify eligible seniors during the Voter Registration Drive of Week One. A large bulletin board should also be prepared upon which will be written the names of all seniors who register.
5. Prepare for the Voter Registration Drive.
— If a postcard registration system is used, secure a sufficient number of registration postcards to distribute to eligible seniors. Be sure this is permissible in your state. (See Sample Postcard Registration, page 28.)
— If a deputy registrar system is used, arrange for deputies and other registrars (often students can become deputies if they meet qualifications) to visit the school.
— If a branch, mobile, or central location system is used, arrange for drivers and car pools after school to take students to the registrar.
6. Prepare slogans and poster ideas for use by the Publicity Task Force.

III. Community Action Task Force Organizational Meeting.

A. Preparation for the Meeting.
Call members listed on the LSV Master List or contact them in person, especially those who expressed interest in being student neighborhood representatives.

B. The Meeting.
1. Describe VERCAP and Community Action Task Force responsibilities.
2. Assign staff to prepare poll for Operation SCOOP, using the LSV questionnaire results as a guide. (See page 8.)
3. Assign students to begin preparation for Operation ESP. (See page 9.)* Prepare the sample ballot and the form for requesting more information.
4. Assign students to begin Operation SCOPE. (See page 9.) You will need one group to work on the Campaign Internship Project* and one group to work on the Public Service Internship Project. It is the responsibility of these two groups of students to contact campaign managers,* government offices, and directors of public service organizations to arrange for meaningful internships for interested and qualified students. Any jobs that are purely clerical should be avoided. Only jobs that will offer the student a good learning experience, even if it involves some clerical work, should be accepted and publicized.
5. Assign students to Operation CAMP. (See page 9.)* A student should be assigned to cover the race for one or more specific offices throughout the campaign, i.e., mayoral race, congressional races, sherriff's race. Issues should be followed that have been identified as being of special interest to students. Such issues and the views of the various candidates should be publicized on a Campaign Monitoring Board in a prominent hall display.*
6. Assign students to Opertion POMP. (See page 9.) A student should be assigned to cover the legislative or executive action of one or more public offices. Again, the key issues should be followed throughout the year, especially those of interest to students as judged from the LSV questionnaire and Operation SCOOP. These issues and the records and views of public officials should be publicized on the Public Office Monitoring Board in a prominent hall display.
7. Assign students to staff Operation IMPACT. (See page 9.) IMPACT staff should prepare for the upcoming town meeting on campaign issues using the LSV questionnaire and the Operation SCOOP poll as guides.* The town meeting should be held in the evening, and should involve students, parents, and neigh-

bors. If possible, involve the PTA and local citizens' groups such as the League of Women Voters in organizing, publicizing, and participating in town meetings.

8. Organize the network of student neighborhood representatives who will serve as VERCAP door-to-door and telephone contact teams in the community. Block out a map of the neighborhoods that feed the schools in order to form neighborhood representative teams of at least one male student and one female student for every 100-200 households.

IV. Publicity Task Force Organizational Meeting.

A. Preparation for the Meeting.

Contact members of the Community Advisory Team who are involved in press, radio, or TV about the use of public service announcements and the proper procedure for news coverage and press releases. Also contact the school newspaper editor or the newspaper adviser.

B. The Meeting.

1. Describe VERCAP and Publicity Task Force responsibilities.
2. Assign students to the following media for each VERCAP activity that requires some publicity:
   - public address announcements;
   - public service announcements;
   - posters;
   - flyers;
   - school newspaper;
   - news coverage and announcements in radio, TV, and press;
   - Operation VIP (see page 15) window displays and advertising.
3. Assign staff to produce regular newsletters for LSV members and for concerned neighbors. Depending upon the nature of the newsletter, the circulation might occasionally be widened to include the whole school and community.

V. Fund-raising Task Force Organizational Meeting.

A. Preparation for the Meeting.

Contact the business members of the Community Advisory Board about helping with fund raising. For example, a theater owner might donate proceeds from a movie matinee or midnight show to VERCAP.

B. The Meeting.

1. Describe VERCAP and Fund-raising Task Force responsibilities.
2. Assign staff to plan and coordinate fund-raising events such as car washes, concerts, etc.

3. The Program

Week One

Step One: Senior Registration Drive

If the system permits postcard registration, then postcards should be distributed to all eligible seniors in homeroom or a special assembly. If neither of these is possible, provide postcards during the lunch period.

If deputy registrars are used, then arrange for the deputy to come to every homeroom, to a special assembly for eligible seniors, or to the lunch period.

If the system requires registration at mobile, branch, or central locations arrange for car pools using drivers from the LSV master list to take eligible seniors to the registrar after school. Transportation from the registration site to the home should also be provided. As an incentive, the senior homeroom might plan a party or football game after school, stopping at the registrar first.

Media representatives should be invited to interview students and to photograph or film the registration.

There should be a last-minute check of the eligible lists to catch remaining unregistered seniors before the registration deadline passes.

The Registration Drive might be conducted in a manner similar to fund-raising or blood donation drive, with the goal of registering at least 75 percent of those eligible. This is the same percentage of eligible adults between ages 45 and 75 who are registered. A prize, free concert tickets, or other benefit could be offered as an incentive to register.

Step Two: Operation SCOOP (See page 8.)

In-school

Students. All students should take the poll on a given day during the early part of the week in homerooms.

Parents. All students should take home copies of the poll for their parents to complete, returning them the following day. These polls might be color-coded, and a question added to distinguish neighbors from parents in order to keep parents' views separate from the rest of the community. A PTA meeting might provide the opportunity to sample parents' opinions, although it should be realized that this would only be the PTA parents' opinions.

Faculty. Teachers can be polled during the homeroom, outside the faculty lounge or faculty dining room, at a faculty meeting, or through faculty mailboxes.

Out-of-school

Community. In combination with the poll, there should be simultaneous identification and registration of voters and inquiry of citizens whether they would like to be kept informed of VERCAP events, town meetings, and events of public nature affecting their community. The door-to-door poll and canvas should be conducted by the student neighborhood teams, operating if possible in male/female teams.

Some tips to remember when going door-to-door:

- Dress neatly and wear an identification tag with your name, the name of the activity, and the name of the high school in bold print.
- Greet the neighbor in a friendly manner, identify yourself by name and as a neighbor.
- State the nature of the activity and the school. Explain briefly that you are conducting a poll to determine key community issues and inquire if the neighbor would like to answer some questions.
- Always interview the head of the household.
- The questions may be read to the person, or the questionnaire may be left to be filled out at a more convenient time and returned by mail.
- Keep the interview quick and to the point. If you get into extended conversations, you will never get your job done.
- If the person does not wish to participate, thank the person and leave immediately.
- A city reverse directory, which lists residents by street address, block, and phone number is available from the phone company or Board of Elections, and can be a big help.

If possible, the voter registration activity should be coordinated with the League of Women Voters or other nonpartisan registration group. If you have to go it alone do your best to identify unregistered residents by inquiring of the heads of the households. Initiate follow-up activities where necessary.

Postcard System. Provide each neighbor with a registration postcard to complete and mail to the Board of Elections, local laws permitting.

Deputy System. Bring a deputy and register neighbors as you go along.

Branch, Mobile, or Central Location. Give each person a Registration Fact Sheet (see page 27) and arrange for a transportation team to take the person to register immediately or by appointment. Have a babysitting service available if necessary. It is better to provide this service at a central location at or near the registration location. It could be located in a church or school, for example, with babysitters who will inspire trust. Names, addresses, and phone numbers may be given to LWV and other

groups to follow up on registration if you are unable to reach all of the unregistered residents.

Not-at-homes. For those who are not home when the canvas is made of the neighborhood, leave a copy of the poll and the Registration Fact Sheet.

Candidates. Campaign managers should be contacted over the phone and the poll described briefly. It should be reiterated that the poll must be collected by the end of the week and that the results will be covered in the media and distributed in detailed form to school and community. The poll should be taken to the campaign headquarters and given to the campaign manager or aide. If no response is received by the end of the week, a telephone check should be conducted to ensure that the poll was received.*

Public Officials. Same as above, only you will often be dealing with an administrative assistant or executive secretary.

Step Three: The results of Operation SCOOP should be collected and given to the LSV Analysis Staff for tabulation and for preparation of a list of concerned neighbors.

Step Four: Voter Education Task Force conducts Action-focus Teach-in on campaign issues.*

Step Five: Operation IMPACT conducts a town meeting on campaign issues.*

Week Two

Step One: The Publicity Task Force releases results of Operation SCOOP. Results, in tabular form, should be distributed to all students and to the community, especially to registered voters and members of the LSV. Use a bulletin board to publicize the results in the school.

Step Two: The Publicity Task Force should publicize all available Operation SCOPE internships.

Step Three: Operation IMPACT staff prepares a Public Issues Program. Issues identified through Operation SCOOP should be incorporated into the Program. This shall be the basis for student questioning of candidates* and public officials throughout the campaign* and the year. The Public Issues Program shall form the foundation for a series of half a dozen more detailed surveys and related activities to be carried out on a monthly basis from mid-November to April during a school year with a fall general election. During a school year with no fall general election surveys, activities, and the Public Issues Program preparation should begin by early October.

Step Four: The Community Action Task Force conducts Operation ESP* (see page 9). Follow the same procedure used for Operation SCOOP.

Step Five: Action-focus Teach-in on national candidates.*

Step Six: Operation IMPACT town meeting on national candidates.*

Step Seven: Operation ESP results are given to LSV Analysis Staff for evaluation, tabulation, and dissemination to the appropriate participating community organizations.*

Week Three

Step One: Publicity Task Force publicizes Operation ESP results to school and media.*

Step Two: Action-focus Teach-in on state candidates.*

Step Three: Operation IMPACT town meeting on state candidates.*

Week Four

Step One: Action-focus Teach-in on local candidates.*

Step Two: Operation IMPACT town meeting on local candidates.*

Step Three: Conduct a get-out-the-vote drive in senior homerooms by arranging for transportation to the polls.*

Step Four: Conduct a community get-out-the-vote drive by phone to arrange for babysitting and transportation to the polls on election day.*

Week Five

Day Before the Election

Step One: Action-focus Teach-in on a campaign roundup of the candidates for all offices.*

Step Two: Operation IMPACT town meeting on campaign roundup of all candidates.*

Step Three: Reminders in senior homerooms and by phone calls to community about election day, babysitting, and car pool service.*

Election Day

Step One: Phone calls to all registered seniors. Car pools take seniors to polls.*

Step Two: Get out the vote in the community with car pools and baby-sitting service.*

Step Three: Station senior observers at each polling place in order to record the number of seniors voting and call up seniors who have not voted to remind them to vote.*

Rest of the Week

Step One: Publicize in the school and the media the successful turn-out of registered seniors at the poll. Aim for an 85 percent voter turn-out.*

Week Six

Step One: The Steering Committee meets to analyze and evaluate VERCAP campaign project.*

Step Two: Action-focus and IMPACT teams prepare Public Issue Number One Survey. (See page 9.)

Step Three: End Campaign Internship Project and Campaign Monitoring Project.*

Week Seven

Step One: Begin Systematic Senior Registration Project. Normally, registration begins for the next election two weeks after election day. At this point, the Registration Task Force should begin to register seniors as they become eligible. Make use of lists and personal contacts. During a school year with no fall election this activity should begin during Week One.

Step Two: Conduct Public Issue Number One Survey in homerooms, and with parents, faculty, and neighborhood residents.

Step Three: Send survey results to LSV Analysis Staff for tabulation.

Step Four: Publicize results to school and media.

Step Five: Hold an Action-focus Teach-in on Public Issue Number One, using results of survey. Student volunteers are recruited to work on joint student-community task force on Public Issue.

Step Six: Hold an Operation IMPACT town meeting on Public Issue Number One, using results of survey. Volunteers are recruited for student-community task force on Public Issue Number One.

Week Eight to January

Continue VERCAP activities where appropriate, especially the Public Issues Platform, with Public Issue Number Two in December and Public Issue Number Three in January.

February to April

End Active Senior Year Registration (EASY Registration). (See page 8.) This is a program to register all remaining eligible seniors at senior activities prior to graduation. This should include the Systematic Senior Registration Project as well as registration tables at all senior class activities. Discount prices should be given for all seniors with voter registration cards.

If registration is to be held at a branch or central location, arrange for your senior homerooms to have a special party or after-school event. The first stop, however, is at the registrar's office.

Continue other VERCAP activities as before, especially Public Issues Program, with Public Issue Number Four in February, Public Issue Number Five in March, and Public Issue Number Six in April.

May

Step One: Conduct an evaluation survey in homerooms and the community and among VERCAP committees to determine Program effectiveness and suggested improvements.

Step Two: Analyze the responses. Modify the program plan and calendar of events accordingly.

Step Three: Elect chairmen for the next year's Program

Step Four: Prepare a final list of forwarding addresses to be used in the fall for sending absentee notices to registered alumni and registration reminders to unregistered alumni.

Step Five: End all VERCAP activities until the next fall.

APPENDIX A: SAMPLE REGISTRATION FACT SHEET

Who can register?
1. Anyone 18 years old on election day, and
2. A resident of New York State for 90 days, and
3. A citizen of the U.S.A., and
4. No criminal record.

Where?
1. City Hall

When?
1. 8 a.m.-5 p.m., Monday-Saturday, until October 8th

Do you wish to keep informed of VERCAP events? Local issues?

Do you need more information? A ride to city hall? A babysitter while registering? Translation services?

If so, call League of Student Voters Headquarters, Smithtown High School, 555-1234

Please complete the form below and mail it to: LSVHQ
Smithtown High School
Falls River Road
Smithtown, N.Y.

(Detach Here)

Voter Education, Registration, Community Action Program (VERCAP)

Sample Concerned Neighbors Questionnaire

Name_____Address _____

Phone_____ Head of Household?_____

Registered?_____Any unregistered eligible voters in household? _____

Please keep me informed of VERCAP activities _____

Services needed:

_____Ride to registrar. When? _____

_____Babysitter while registering. When? _____

_____Translation service. When? _____

_____Other information. Specify _____

_____

APPENDIX B: SAMPLE POSTCARD REGISTRATION

DO NOT USE THIS FORM if you are already registered to vote in Smith County, N.Y.

If you are unsure of your registration status, call the elections office, 555-1234.

USE THIS FORM to Register to vote in Smith County if you are

- A citizen of the United States.
- At least 17 years old and will be 18 years old on or before the next General Election.
- A resident of Smith County.
- Not convicted of a disqualifying crime.
- Not under guardianship for mental disability.

GIVING FALSE INFORMATION TO PROCURE VOTER REGISTRATION IS PERJURY AND IS PUNISHABLE BY IMPRISONMENT FOR NOT MORE THAN 10 YEARS.

Telephone number (in the event we need clarifying information) _____

This application must be received by the elections office no later than 9 p.m. on the fifth Monday prior to an election in order for you to be registered to vote in that election.

If your application is received on time and if it is complete, it will be processed and a Voter Notification Form mailed to you. YOU ARE NOT A REGISTERED VOTER UNTIL YOU RECEIVE THAT NOTIFICATION.

The Board of Supervisors of Elections is not responsible if application is late or registration information is incomplete or inaccurate.

BOARD OF SUPERVISORS OF ELECTIONS **Box 333 Smithville, N.Y.**
Telephone 555-1234

Fold here for mailing

Name (Print) Last First Middle

Residence: St. No. or Box No. (Print) Street or Route Apt. No.

City or Town | Date of Birth (Month-Day-Year) | Party Affiliation Choice (Check One)
Democrat _____ Republican _____

ZIP | SEX (M or F) | Place of Birth (State or Foreign Country)
Other (Specify) _____
Declines to Affiliate _____

Do Not Write in Space Below

Date of Registration

Dist. | Prec.

ID Number

I AM A CITIZEN OF THE UNITED STATES AND A RESIDENT OF SMITH COUNTY, NEW YORK. I HAVE NOT BEEN CONVICTED OF A DISQUALIFYING CRIME. I AM NOT UNDER GUARDIANSHIP FOR MENTAL DISABILITY.

I DO SOLEMNLY SWEAR (OR AFFIRM) THAT THE INFORMATION SET FORTH HEREON ABOUT MY PLACE OF RESIDENCE, NAME, PLACE OF BIRTH, CRIMINAL OFFENSES, QUALIFICATIONS AS A VOTER, AND MY RIGHT TO REGISTER AND VOTE UNDER THE LAWS OF THIS STATE IS TRUE.

_____
Signature of Applicant

APPENDIX C: SAMPLE LESSON PLANS

Voting: A Reflection of Self-Interest[1]

OBJECTIVES:

1. Participating students will be able to discuss the major goals and topics presented during the voter education course.
2. Participating students will complete a test as part of the pre/post-testing evaluation.
3. Participating students will be able to list three examples representing the manner by which self-interest affects the political decision-making process.
4. Participating students will be able to list three examples of political situations that show how a legislator's vote reflects the views of his constituency.
5. Participating students will be able to list three examples of political situations that reflect the manner by which voting implements political self-interest.
6. Participating students will be able to present the expansion of voting constituencies in the United States by listing, in order, the year in which each group received the vote (e.g., women, 18-year-olds).
7. Participating students will be able to discuss the judicial decision "one man one vote" and its subsequent impact on reapportionment and voting patterns and representation.

ACTIVITIES:

1. Teacher prepares, presents, and discusses with class the major goals of the course and topics which will be examined. Students will develop and add goals they believe important.
2. Teacher prepares and administers a pre-test which, when later compared to results of a post-test, will indicate objectively student learning. (This pre/post-test procedure is optional.)
3. Teacher develops with students the concept that self-interest affects political decision making; people usually do what is best for their own self-interest. This concept may be developed through both the presentation of examples and the use of role playing:
   A. *Example*—Teacher should explain the process of self-interest by using the example of a union leader who is elected to an office, such as senator. Presentation would then develop concerning the probability of this individual voting for legislation which favors union members. What is the self-interest of the union member? What kind of legislation reflects this self-interest?

      Additional examples should then be provided by students through the development of class discussion.

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1. From "Lesson One—Voting: A Reflection of Self-Interest," in Voter Education Lesson Plans, *(Pitman, N.J.: Institute for Political and Legal Education). Reprinted with permission.*

B. *Role Playing*—Select a student, preferably by having one volunteer, to assume the role of a recently retired fire chief who has just been elected to the city council.

Select a second student to assume the role of a woman who is vice-president of Landing Construction Company, and who has also been elected to the Council.

Develop a situation where each student, as a council member, reacts to a proposed piece of legislation in terms of his own self-interest. The bill to be considered is: That a $700,000 contract be given to Landing Construction Company for the building of low-income housing despite the fact that:

1) Landing Construction is known to build houses which in the past have not always provided sufficient fire escape and control measures;
2) Wheeler Construction, which is known to be superior in building and fire prevention measures to Landing, has offered to do the job for $50,000 more; and
3) Many town residents, including the firemen's union, are opposed to low-income housing.

In actual politics, both individuals would probably abstain from voting (because it is in their self-interest to do so and most states now have financial conflict of interest laws). For classroom purposes, each may act as a council spokesman.

C. *Questions for Discussion*—

1) What are the "self-interests" of the council members?
2) Why is it in the self-interest of the council members to abstain?
3) If there are several self-interests or conflicting interests, which should be given highest priority?
4) Can you determine if a "self-interest" is "right" or "wrong?"

4. Teacher develops with students an understanding of how a legislator's vote may reflect his constituency and its views.

A. *Example*—Teacher presents example of a legislator, who in the past has not been concerned with the issue of school busing to achieve racial integration, but who makes an issue of his objection to it as part of his campaign speeches after reading several opinion polls of registered voters within his district which indicate their overwhelming opposition to forced busing.

B. *Role Playing*—One student will assume the role of a legislator considering the issue of wage control. In the past he has been known to vote in whichever way his voting constituency has indicated support.

Ask for student's (legislator's) opinion (vote) on the issue after reading the following:

1) A memo from his chief adviser indicating that 84 percent of the people are opposed to wage control.
2) A second memo, stating that the first was a mistake and that only 46 percent are opposed to wage control, 40 percent favor it, and 14 percent are undecided or neutral.
3) A memo from Washington stating that the President will go on the air tomorrow night in an attempt to gain all-out support of wage controls.
4) An opinion poll following the President's speech stating that 60 percent of his constituents support wage controls.

5) An opinion poll three weeks prior to the election indicating that 75 percent of the American public are absolutely opposed to any wage controls despite a 95 percent cost-of-living increase.

C. *Questions for Discussion*—
1) What is the major concern of a politician in office?
2) What do you consider a valid reflector of public opinion?
3) What are some methods for identifying the attitude of *registered* voters in a *voting* district?
4) Is it the function of the legislator to do what the people want or what the legislator feels is right?

5. Teacher develops concept of citizen action representing self-interest by presentation of examples and class discussions.

A. *Examples*—Teacher presents example of a group of citizens opposed to proposed higher tax rates. The prevention of higher tax rates is their self-interest. They organize and vote against taxes. This act of voting represents the implementation of their self-interest.

Teacher then develops with students additional examples.

B. *Discussion*—Teacher lists several examples of interest groups on the blackboard and then students suggest legislation which these groups might support in order to implement their self-interest.

INTEREST GROUPS	*SELF-INTEREST*	*LEGISLATION*
AFL-CIO	Pleasant working conditions; ability to lead a materially comfortable life.	High wages, better working conditions, lower food prices, shorter work week.
League of Women Voters	More people registered and voting.	More liberal voting laws, voter registration by mail.
Stockholders of General Motors	More profits	Import taxes on foreign cars, lower minimum wage, wage controls.
Motor Vehicle Inspectors	Highway safety	Safety belts required by law.

C. *Questions for Discussion*—
1) What determines the self-interest of an individual or group?
2) What self-interests do students have?
3) What might be self-interests of parents?

6. Teacher presents on the blackboard and/or mimeographed sheet a chronology of the expansion of the voting franchise in the United States.

GROUP	*LEGISLATION*
White land-owning males	U S Constitution
White non-land-owning males	Repeal of "Property Qualifications" in the States
Black male citizens	15th Amendment (1869)
Women	19th Amendment (1920)
18-year-olds	26th Amendment (1971)

7. Students should research the impact of "one man one vote" in their community. Did reapportionment take place? Has there been a change in representation?

Resources

1. *A legislator* (assemblyman or council person) - Invite person to address the class on how he determines the views of his constituency and how he reacts to those views.
2. *A member of a citizen's advocate group* - Invite a person to discuss its particular self-interest and how the group seeks to influence public policy.
3. Porter, Kirk H. *A History of Suffrage in the United States*. New York: AMS Press, 1971.

Rating Political Candidates[2]

Teachers should initiate this lesson by distributing to each student three copies of the "Political Candidate Checklist," one for each major candidate. (We assume there will be three major political candidates in upcoming elections.) Ask students to rate each of the major political candidates in terms of the categories on the "Checklist." Have students tally the total "negative" and "positive" ratings given for each candidate. Next tell students to enter the totals on the "Candidate Tally Chart" so that they can easily compare their ratings of the candidates.

At this point in the lesson the teacher should ask students to reveal their candidate preferences by a show of hands. Students then should discuss their ratings of the candidates in terms of the items on the "Checklist." Through this discussion, the teacher can focus the attention of students on the qualities which they value in a political candidate and the grounds for their valuing of these qualities.

The social studies teacher should be aware that there are very obvious limitations to the "Political Candidate Checklist." Political interaction is not so simple that one needs only to make a few scores and determine the one candidate who is best. The intelligent voter does not attach equal importance to each item on the "Checklist." For some individuals only the items concerning various issues will be important. The "Political Candidate Checklist" is designed to indicate an array of possible qualities which may influence the candidate preferences of voters. This device can stimulate discussion of the qualities which voters value in political candidates.

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2. Adapted from John J. Patrick and Allen D. Glen, "Sample Lesson Number Seven—Rating Presidential Candidates," in The Young Voter: A Guide to Instruction about Voter Behavior and Elections *(Washington, D.C.: National Council for the Social Studies, 1972). Reprinted with permission.*

Directions to the Student

Respond to the "Political Candidate Checklist" and the "Candidate Tally Chart" according to the following directions.

Political Candidate Checklist

Use this scorecard to help you choose among the various candidates for public office. Watch each candidate, listen to him speak, and examine his political record. After you have done those things, apply each section of this checklist to each candidate you want to rate. Respond to each item in the checklist by placing a mark in the appropriate column at the right margin of the page. Total the "negative" and "positive" responses for each section of the checklist and enter these in the appropriate blanks. Then add these subtotals and place the grand totals in the anpropriate spaces.

Political Candidate Checklist

CANDIDATE'S NAME _____

Section I: Personal Qualities	**Ratings** *Bad*	*Good*
1. Physical appearance	_____	_____
2. Knowledge of important topics	_____	_____
3. Ability to speak clearly	_____	_____
4. Ability to present his point of view	_____	_____
5. Sense of humor	_____	_____
6. Ability to meet people	_____	_____
7. Ability to handle hard questions	_____	_____
Sub-Total	_____ *Negative*	_____ *Positive*

Section II: Demographic Characteristics	*Not Acceptable*	*Acceptable*
1. Home state	_____	_____
2. Sex identity	_____	_____
3. Racial identity	_____	_____
4. Age	_____	_____
5. Education background	_____	_____
6. Amount and type of political experience	_____	_____
7. Marital status	_____	_____
8. Political party	_____	_____
Sub-Total	_____ *Negative*	_____ *Positive*

Section III: Important Issues

Does the candidate agree with your views about these areas of concern:

	No	*Yes*
1. Pollution		
2. Foreign Policy		
3. Unemployment		
4. Civil Rights		
5. The Draft		
6. Drugs		
7. Crime		
8. Education		
9. Aid to Poor People		
10. Taxation		
Sub-Total		
Grand Total	*Negative Total*	*Positive Total*

Candidate Tally Chart

Write the subtotals for each candidate that were yielded by your responses to each section of the "Checklist," in the appropriate spaces below.

	Personal Qualities		*Demographic Characteristics*		*Issues*		*Total*	
Candidate	Negative	Positive	Negative	Positive	Negative	Positive	Negative	Positive
Democrat								
Republican								
Independent								

Answer these questions about your responses to the "Political Candidate Checklist" and the "Candidate Tally Chart."

1. What qualities of political candidates do you value?
2. Why do you value these qualities?
3. Which of the current political candidates possesses more of the qualities which you value? Explain.

APPENDIX D: SELECTED RESOURCES

The following helpful non-partisan materials are available, at cost, and should prove valuable in preparing for your school's VERCAP activities.

Publications of the League of Women Voters of the U.S.
1730 M St., N.W., Washington, D.C. 20036
(202) 296-1770.

- *Easy Does It—Registration and Absentee Voting Procedures by State, 1976*, poster, #EF 522.
- *Making an Issue of It—The Campaign Handbook*, #613, 12 pp.

Materials of the Institute for Political/Legal Education
Glassboro-Woodbury Road
Box 426
Pitman, N.J. 08071
(609) 589-3410

(Note: These materials have been validated by the U.S. Office of Education, U.S. Department of Health, Education, and Welfare. They are also cited by the American Bar Association Special Committee on Youth Education for Citizenship *Bibliography of Law Related Curriculum Materials* as adequate in content and pedagogical method for grades 9-12.)

Teacher-Student Guides:

- *High School Voter Registration*, 38 pp.
- *Voter Registration and Canvassing*, 24 pp.
- *Voter Education and Campaigning Kit*, 120 pp.
- *Student Simulated Election*, 16 pp.
- *Political Education Assembly*, 6 pp.
- *Voter Education Lesson Plans*, 28 pp.
- *Hello, Are You Registered?* 12 pp.
- *Community Research Techniques—How and Why*, 55 pp.
- *Election Information Center / Issue Analysis Center*, 13 pp.
- *Government: The Decision-Making Process*, 283 pp.

Filmstrips:

- "How to Use a Voting Machine"
- "The New Age of Majority"
- "Voter Registration and Rights"

Community Resource List
The following may be located in your community and may be of assistance in your events:

- League of Women Voters
- Chamber of Commerce
- YMCA / YWCA
- 4-H
- Future Farmers of America
- Boys Clubs of America
- Girls Clubs of America

- Church/synagogue youth organizations
- University student organizations
- Service/fraternal orders
- U.S. Jaycees
- Daughters of the American Revolution
- Military/veteran groups
- Democratic Party headquarters
- Republican Party headquarters
- American Red Cross
- Public interest research groups

Other National Organizations Which May Be of Assistance

- American Political Science Association, 1527 New Hampshire Ave., N.W., Washington, D.C. 20036 (202) 483-2512
- Democratic National Committee, 1625 Massachusetts Ave., N.W., Washington, D.C. 20036 (202) 797-5900
- Republican National Committee, 310 1st St., S.E., Washington, D.C. 20003 (202) 484-6500
- National Council for the Social Studies, 1200 17th St., N.W., Washington, D.C. 20036 (202) 296-0760
- Student National Education Association, 1201 16th St., N.W., Washington, D.C. 20036 (202) 833-5525
- National Association of Student Councils, 1904 Association Dr., Reston, Va. 22091 (703) 860-0200
- National Honor Societies, 1904 Association Dr., Reston, Va 22091 (703) 860-0200

Selected Films*

Campaign: American Style (CBS News Film), 39 min.

Political campaigns have been big business. Major political offices are won through the use of many of the advertising techniques associated with big business. This film explores in depth the new campaign tactics. This film was produced by CBS News and is distributed by Bailey Film Associates.

Campaign in the City (UMITV), 19 min.

Depicts one Detroit councilman's campaign for reelection. Planning of overall strategy is the first step. Financial support emerges as one of the prime problems, and fund-raising techniques are subsequently discussed. Emphasizes and illustrates the importance of volunteer workers. This film is produced and distributed by University of Michigan TV Center, Ann Arbor, Mich.

Louisiana Diary (NET), 59 min.

Documents a black voter registration drive in the Sixth Congressional District of Louisiana conducted by CORE in 1963. Brief scenes depict the attitudes of both blacks and whites, boycotts and demonstrations by blacks, and the actual attempts to encourage reluctant blacks to register. Training sessions for CORE organizers show the inculcation of nonviolent responses. The film points out that voter registration is not only important in itself but also is a tool for potential change in the entire social system. It is an action-oriented film which surfaces the power potential in large numbers for mass action. This is a National Education Television film.

**From John J. Patrick and Allen D. Glen,* The Young Voter: A Guide to Instruction about Voter Behavior and Elections *(Washington, D.C.: National Council for the Social Studies, 1972).*

The Making of the President Series

The extraordinary package contains seven films, four of which pertain to the presidential election of 1968. Six of the films are derived from Theodore White's television documentaries on *The Making of the President*. The series, distributed by Films Inc., includes the following titles:

1. *The Election of 1932*, 20 min.
2. *The Nominating Process: 1960*, 20 min.
3. *Politics in the Television Age: 1970*, 20 min.
4. *The Primaries I—Challenge to a President: 1968*, 20 min.
5. *The Primaries II—The Democrats, a Party in Transition: 1968*, 23 min.
6. *The Conventions—The Process in Crisis: 1968*, 23 min.
7. *How the Votes Are Packaged*, 17 min.

Our Election Day Illusions—The Beat Majority: Part 2—The Electoral College (CBSTV), 25 min.

Points out the adequacies and inadequacies of the Electoral College and describes its procedures and functions. Poses the question of whether national elections always reflect the will of the people. Alternative proposals for modifying the system are discussed. This CBS Television film is distributed by Carousel Films, Inc.

Parties and Our Election System (NET), 30 min.

Outlines the features of the Electoral College, compares the election system of 1789 with the modified system now in use, and describes the presidential election process. The National Educational Television film evaluates the present system and changes which have been proposed.

Pollsters and Politics (CBS), 26 min.

Depicts techniques of polling and tells how polls are used in election campaigns. This is a CBS Television film and is distributed by Association Instructional Materials.

Presidential Nominations (NET), 30 min.

Discusses the functions, organization, and procedures of a national political convention. This is a National Educational Television Film.

The True Story of an Election (Dimension Films), 56 min.

Emphasizes that power changes hands peacefully through the vote. Depicts an actual congressional election and sketches the campaign via three processes: the battle of the candidates, the publicity battle, and the precinct politics battle. Describes in detail the need by both parties for workers and money. The impact or power of the vote is somewhat exaggerated. A thorough post-mortem of the campaign is included. Although the film is somewhat lengthy, excitement and interest are maintained by not divulging the winner until the last moment. It is distributed by Churchill Films.

United States Elections: How We Vote (A Bernard Wilets Film), 13½ min.

This film introduces the student to the process by which citizens vote and to the election workers who make fair elections possible. This film is distributed by Bailey Film Associates.

Vote Power (FI), 30 min.

Includes commentary on the importance of each vote in an election. The power of the vote is reflected by attempts to buy or steal votes or to threaten voters in order to win an election. Emphasizes that the right to vote is the most crucial factor in our society. The film is produced and distributed by Films Inc.

Simulations and Games*

Campaign. Developed by Instructional Simulations, Inc., 2147 University Avenue, St. Paul, Minn. 55414.

Campaign is a political simulation designed to get state legislators elected or defeated according to their stands on issues. Students play multiple roles such as convention chairmen, delegates, reporters, campaign chairmen, or election analysts. Materials include players manuals, team manuals, background information, candidate profiles, and information on news media. The game can be used with 16-32 players in junior high, high school, college, continuing education, and civic groups. It takes 4-8 hours or 4-8 class sessions to play.

City Hall. Developed by Judith A. Gillespie and produced by Ginn and Company, 191 Spring Road, Lexington, Mass. 02173.

City Hall is a political simulation in which the major objective is for students to win a city mayoral election campaign by making a series of decisions about party loyalty, issue positions, candidate appeal, group organization, and resource use. Students play roles of voters, candidates, party or group leaders, newspaper reporters, and radio commentators. They participate in bargaining sessions, campaign rallies, opinion polls, and voting. Materials include a teacher's guide, participant guides, and duplicating masters. The game can be used with 14 to 48 players in grades 9-12. It takes 4-5 class sessions to play.

Mr. President. Published by 3-M Company, Minneapolis, Minn.

Mr. President is a team board game in which the objective is to elect a presidential candidate. Students play in teams taking on the roles of presidential and vice-presidential candidates. They use media, voting strength, financial resources, and debate ability to build support in states across the nation. Materials include a game board, various decks of cards, dice for choosing states within major geographical areas in which to campaign, and playing instructions. The game can be used with 4-12 players (depending on how teams divide roles) in grades 9-12, continuing education groups, and civic groups. It takes 2-3 class periods to play.

*From John J. Patrick and Allen D. Glen, The Young Voter: A Guide to Instruction about Voter Behavior and Elections (Washington, D.C.: National Council for the Social Studies, 1972).